

# DOCUMENT RESUME

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## Abstract

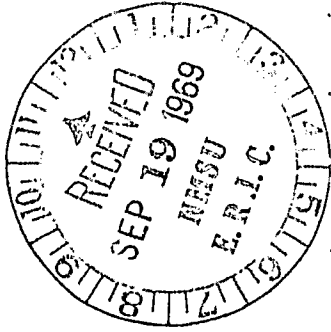
An evaluation instrument, utilizing the systems analysis approach for self evaluation, is designed for use by project directors and staff in assessing existing Title III environmental and outdoor education projects in New Jersey. The evaluation instrument was first developed about two years ago. The original instrument was presented to persons attending the National Conference of Environmental Education in May, 1968. Conferees, working in small groups with members of the original committee, worked on instrument revisions and changes and produced this document. Four categories provide the basis for evaluation: planning and design, content, operation, and productivity. Self scoring procedures are included. A related document containing the original instrument is ED 024 503. (DB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

ED 033801



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# EVALUATION FOR ENVIRONMENTAL EDUCATION



*[ A Systems Analysis Approach for Self-Evaluation ]*

- 1969 -

*The NEW JERSEY STATE COUNCIL*

RC 003815

*For*

*ENVIRONMENTAL EDUCATION*

355 Route 46 Mountain Lakes, New Jersey, 07046

Dr. Edward J. Ambry, Director

# *The New Jersey State Council For Environmental Education*

## **Project Staff:**

Dr. Edward J. Ambry . . . . .Director  
Mr. William Huber . . . . .Assistant Director  
Dr. V. Eugene Vivian. . . . .Consultant

Newark, New Jersey  
Board of Education  
E.S.E.A. Title III  
Project #68-6503

## **PURPOSES**

1. Develop Evaluation instrument
2. Inventory all environmental and outdoor education programs and sites in New Jersey.
3. Assess existing Title III environmental and outdoor education projects in New Jersey.
4. Determine environmental education services available to inner-city youth and make recommendations for additional involvement.
5. Increase public awareness of the values inherent in environmental and outdoor education.
6. Develop a master plan for environmental and outdoor education for the State of New Jersey.

## **COUNCIL MEMBERSHIP**

### **Organization**

Department of Agriculture  
Department of Education  
Department of Conservation and Economic Development  
Department of Higher Education  
Department of Community Affairs  
Public School Superintendents  
Title III Project Director  
N. J. State School of Conservation  
N. J. Section, American Camping Association  
N. J. Outdoor Education Association  
Newark Public Schools  
Private - Parochial Schools  
U. S. Office of Education  
N. J. State Colleges  
Member at Large  
Member at Large  
Member at Large

### **Representative**

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*(a systems analysis approach for self-evaluation)*

Mr. Donald Calderon  
Mr. Richard Cole  
Mr. Benton Cummings  
Mr. Ronald Gardella  
Mr. Robert Hanson  
Mr. Ralph Herold  
Mr. David Healy  
Mr. Emory J. Kiess, Jr.

### **Committee for Development of Evaluation Instrument:**

Dr. Edward J. Ambry, *Chairman*

Mr. James Kenny, Jr.  
Miss Norma Nachtsheim  
Miss Evelyn Ogden  
Dr. Thomas J. Rillo  
Mr. Arthur Ryan  
Dr. V. Eugene Vivian  
Mr. Robert Ward  
Mrs. Lois Zink

### **Development of Evaluation Instrument**

The plan for self-evaluation was developed by the above committee at a series of meetings held between October, 1967 and March, 1968. The first edition was presented as a working paper to persons attending the National Conference on Environmental Education, Skylands Manor, Ringwood, New Jersey, on May 19-22, 1968. Conferees, working in small groups with members of the original committee became members of an expanded National Committee for the development of this instrument. Individuals and small groups discussed, made suggestions, and recommended changes for the final draft. The above Committee, during 1968-69, made revisions and produced this document. The original instrument is available from ERIC Document Reproduction Service, The National Cash Register Company, 4936 Fairmount Avenue, Bethesda, Maryland, 20014. The ERIC number is ED 024 503.

This instrument is based on a "systems analysis" approach and draws heavily upon suggestions made in a paper prepared by Daniel L. Stufflebeam, Ohio State University, entitled: "The Use and Abuse of Evaluation in Title III," delivered at the National Seminar on Innovation, sponsored by the Kettering Foundation and the U. S. Office of Education in July, 1967.



*A series of questions has been formulated which will help a project director and his staff to evaluate their efforts at various stages of the project operation.*

### **The Following Definitions Are Basic In The Design:**

#### **Context:**

(Objectives) - These are the goals (broad and specific) that were set for the project on the basis of the determination of needs.

#### **Input:**

(Resources) - These are the ingredients of the project that make it work, including money, time, facilities, natural resources, materials, equipment and personnel.

#### **Process:**

(Program) - This is the operational plan or procedure that is used, utilizing the "input," and describes the primary activities of the project.

Persons using this instrument will find it necessary to read an entire page before answering the questions. Those questions with the same numerical heading; i.e., 1 - follow to the right across the page, from the C-context column through the I-input and P-process columns to the O-outcomes column. When there is more than one related question in any of these columns, then each of these questions is designed by a letter; i.e., 1(a). All of the questions listed below a standard are intended to afford some measure of that standard.

### **Scoring The Evaluation Items**

The self-rating score is based on a 0-10 scale. The project director and staff should consider the standard, and after answering the questions, should determine the extent to which the project is meeting the standards.

A score of 0-3 indicates that the standard is not being met, or being met to an insignificant degree.

A score of 4-6 indicates that the standard is being satisfied approximately half the time, or in about half of the instances.

A score of 7-10 indicates that the standard is being achieved or is being satisfied most of the time.

Evaluation of the complete operation of a Title III project should afford the director and staff a better opportunity to assess decisions made, as well as future decisions. This should favorably influence the degree of success achieved in reaching stated or modified goals for the project.

## GLOSSARY

The following list has been designed as a guide in the use of the evaluation instrument. Any terms, not listed below, which present a doubt to the reader, are to be defined as found in any Dictionary of Common English Usage, or the Dictionary of Education.

**COMMUNITY RESOURCES** -- Those adjunct to curriculum found within the local community(ies).

**FACILITY** -- A site established to serve a particular project or program.

**GOALS AND OBJECTIVES**-- The end toward which all effort is made:

a. Goals are not necessarily measureable.

b. Objectives are always measureable.

**"IN-KIND"**

-- Of similar nature.

**LEA**

-- Local education agency or local school district.

**PROGRAM**

-- Activities planned (or unplanned) within a project.

**PROJECT**

-- Planned and definitely formulated undertaking.

**USE AREA**

-- Physical setting utilized for teaching purposes.

## CATEGORIES FOR EVALUATION FOR ENVIRONMENTAL EDUCATION

### A. Planning & Design

1. Origination of the Idea
2. Pre-planning
3. Identification of Needs
4. Philosophy
5. Community Involvement
6. Outside Involvement
7. Resource Identification
8. Design Production
9. Financing
10. Priorities

### C. Operation

1. Organizational Pattern
2. Personnel
3. Facilities
4. Materials & Equipment
5. Budget
6. Student Participation
7. Scheduling
8. Dissemination
9. Record Maintenance

### B. Content

1. Goals & Objectives
2. Curriculum
3. Faculty & Staff Activities
4. Student Involvement
5. In-Service Preparation
6. Resource Utilization
7. Material & Equipment Utilization

### D. Productivity

1. Fiscal Policies
2. Personnel Evaluation
3. (a-1) Personnel Growths & Attitudes Project Personnel  
(a-2) Personnel Growths & Attitudes LEA Personnel  
(b-1) Project Personnel Growth--Skills  
(b-2) LEA Personnel Growth--Skills  
(c-1) Success in Role--Project Personnel  
(c-2) Success in Role--LEA Personnel
4. (a) Student Changes in Attitudes  
(b) Student Changes in Knowledges
5. Project Effectiveness
6. Effect in School District
7. Project and Community Long-Term Effects

STATISTICAL SUMMARY FOR EVALUATION FOR ENVIRONMENTAL EDUCATION

Project Title: \_\_\_\_\_ USOE # \_\_\_\_\_  
Address: \_\_\_\_\_ Phone \_\_\_\_\_  
Director's Name: \_\_\_\_\_ ZIP # \_\_\_\_\_

Total population of area served: _____	Current expenses for education per student (ADE) in school districts (LEA's) being served: _____ approximately \$ _____
Population characteristics of area served: Inner-City _____ Urban _____ Rural _____	Total project budget (except capital outlay) divided by number of pupils served: \$ _____
Service coverage in square miles: _____	Number of students being served by project (yearly) _____
Economic characteristics of area served: Agricultural _____ Industrial _____ Business _____ Other _____	Characteristics of students being served by project: Inner-City _____ Urban _____ Suburban _____ Rural _____ Public _____ Non-Public _____
Number of School Districts (LEA's) being served: _____	Number of students still in need of service: _____
Total student population of school districts (LEA's) being served: _____	Characteristics of students still in need of service: Inner-City _____ Urban _____ Suburban _____ Rural _____ Public _____ Non-Public _____
Student characteristics of school districts (LEA's) being served: Inner-City _____ Urban _____ Suburban _____ Rural _____ Public _____ Non-Public _____	



## SUMMARY

Are similar programs in operation within area served?

Do existing programs in area conflict in any way?

What curriculum or special education area are covered in project? (List)

Are Field Experiences (out of school) presently part of the school program? (Describe)

In what ways does the community to be served have particular need for the project? (Explain)

Why is this project of special potential value for the community to be served? (Describe)

A-1 STANDARD: Origination of the Idea

*Sources of ideas for initiating innovative projects should be identified and assessed for feasibility and potential educational advantages.*

1

Self-rating Score \_\_\_\_\_

C	I	P	O
<p>a. Were new ideas for prospective programs encouraged?</p> <p>Yes _____ No _____</p> <p>Neither _____</p> <p>If yes, by whom?</p>	<p>a. Were new ideas actually presented by various staff members?</p> <p>Never _____</p> <p>Occasionally _____</p> <p>Often _____</p>	<p>a. Who presented the idea which became the basis for this proposal? (Give position or title of person or name of group)</p> <p>b. What factors gave the original stimulus to this proposal? (Be specific)</p> <p>c. How long was this proposal considered before it was actually presented to the assessing agent in the LEA?</p>	<p>a. Was the originator of the idea further involved in developing it into an acceptable proposal in the LEA?</p> <p>Yes _____ No _____</p> <p>If no, why?</p> <p>b. How readily was the proposal accepted by the decision-maker in the LEA?</p> <p>Readily _____</p> <p>With Hesitation _____</p> <p>After Much Deliberation _____</p> <p>Without Enthusiasm _____</p> <p>c. Who made the final determination on the feasibility of the proposal in the LEA? (Give position or title of person or name of group)</p> <p>d. Was the availability of Federal funds a major factor in the acceptance of this proposal in the LEA?</p> <p>Yes _____ No _____</p>

**A-2 STANDARD: Pre-Planning**

2

*Acceptable ideas should be reviewed by knowledgeable persons in order to develop and expand them into an educationally sound proposal.*

Self-rating Score \_\_\_\_\_

<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>
a. Were procedures established to allow for a knowledgeable review and expansion of the original idea?  Yes _____ No _____	a. Were acceptable new ideas actually reviewed to formulate them into an educationally sound proposal?  Yes _____ No _____	a. Who performed this review? (Give position or title of person or name of group)	a.(1) Did this review result in modifications to the original proposal?  Yes _____ No _____  a.(2) If so, to what degree? (Give brief explanation)

## A-3 STANDARD: Identification of Needs

*In order to facilitate the planning for projects involving behavioral changes in people as well as increasing their knowledge and skills, the needs of the people to be served should be identified.*

3

Self-rating Score \_\_\_\_\_

C	I	P	O																																																								
<p>a. Were the needs of these groups considered? (Check those that apply)</p> <table border="1"><thead><tr><th></th><th>Yes</th><th>No</th><th>N/A</th></tr></thead><tbody><tr><td>Community</td><td></td><td></td><td></td></tr><tr><td>School District</td><td></td><td></td><td></td></tr><tr><td>Children</td><td></td><td></td><td></td></tr><tr><td>Teachers</td><td></td><td></td><td></td></tr><tr><td>Parents</td><td></td><td></td><td></td></tr><tr><td>Other (specify)</td><td></td><td></td><td></td></tr></tbody></table>		Yes	No	N/A	Community				School District				Children				Teachers				Parents				Other (specify)				<p>a.(1) Were the needs of these groups actually applied in planning?</p> <table border="1"><thead><tr><th></th><th>Yes</th><th>No</th><th>N/A</th></tr></thead><tbody><tr><td>Community</td><td></td><td></td><td></td></tr><tr><td>School District</td><td></td><td></td><td></td></tr><tr><td>Children</td><td></td><td></td><td></td></tr><tr><td>Teachers</td><td></td><td></td><td></td></tr><tr><td>Parents</td><td></td><td></td><td></td></tr><tr><td>Other (specify)</td><td></td><td></td><td></td></tr></tbody></table>		Yes	No	N/A	Community				School District				Children				Teachers				Parents				Other (specify)				<p>a.(1) How did you attempt to meet these needs in general terms utilizing primary involvement? (i.e., Plan for types of experiences--Explain.)</p>	<p>a.(1) What modifications were made to the original proposal in order to fulfill these needs?</p>
	Yes	No	N/A																																																								
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## A-4 STANDARD: Philosophy

4

*The philosophy of the proposal should reflect the recognized needs and the educational philosophy of the school district.*

Self-rating Score \_\_\_\_\_

C	I	P	O
a. Were the previously established needs considered in determining the proposal's general philosophy? Yes ___ No ___ No needs established ___	a. Does the proposal's philosophy reflect the established needs? ___ Fully ___ Partially ___ Not at all	a. List the needs which are reflected in the philosophy.	a. State your proposal's general philosophy.
b. Was the educational philosophy of the school district considered in planning this proposal? Yes ___ No ___	b. Does the proposal's philosophy reflect the school district's educational philosophy? ___ Fully ___ Partially ___ Not at all	b. What process was utilized in relating an approach to building the proposal's philosophy to the school district's philosophy?	

A-5 STANDARD: Community Involvement

*The broadest possible cross-section of community representation is desirable for initial and continual planning of the proposal.*

Self-rating Score \_\_\_\_\_

C	I	P	O																																																															
<p>a. Were various community based groups considered for involvement in the initial planning? (Check all that apply)</p> <table border="1"><thead><tr><th></th><th>Yes</th><th>No</th><th>N/A</th></tr></thead><tbody><tr><td>Lay Groups</td><td></td><td></td><td></td></tr><tr><td>In-Community Consultants</td><td></td><td></td><td></td></tr><tr><td>Non-Public School Pers.</td><td></td><td></td><td></td></tr><tr><td>Local Industry</td><td></td><td></td><td></td></tr><tr><td>Public School Pers.</td><td></td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td><td></td></tr></tbody></table>		Yes	No	N/A	Lay Groups				In-Community Consultants				Non-Public School Pers.				Local Industry				Public School Pers.				Other				<p>a. Were they actually involved in the initial planning? (Check all that apply and indicate % of involvement)</p> <table border="1"><thead><tr><th></th><th>Yes</th><th>No</th><th>N/A</th><th>%</th></tr></thead><tbody><tr><td>Lay Groups</td><td></td><td></td><td></td><td></td></tr><tr><td>In-Community Consultants</td><td></td><td></td><td></td><td></td></tr><tr><td>Non-Public School Pers.</td><td></td><td></td><td></td><td></td></tr><tr><td>Local Industry</td><td></td><td></td><td></td><td></td></tr><tr><td>Public School Pers.</td><td></td><td></td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td><td></td><td></td></tr></tbody></table>		Yes	No	N/A	%	Lay Groups					In-Community Consultants					Non-Public School Pers.					Local Industry					Public School Pers.					Other					<p>a. How were these various groups involved in the initial planning?</p>	<p>a.(1) What positive contributions were made by these groups in the initial planning?</p> <p>a.(2) Which group made meaningful contributions in the initial planning? (Check all that apply)</p> <p>Lay Groups _____</p> <p>In-Community Consultants _____</p> <p>Non-Public School Pers. _____</p> <p>Local Industry _____</p> <p>Public School Pers. _____</p> <p>Other _____</p>
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## A-5 STANDARD: Community Involvement [continued]

6

Self-rating Score \_\_\_\_\_

**C**

b. Were various community based groups considered for involvement in the continual planning? (Check all that apply)

	Yes	No	N/A
Lay Groups			
In-Community Consultants			
Non-Public School Pers.			
Local Industry			
Public School Pers.			
Other			

**I**

b. Were they actually involved in the continual planning? (Check all that apply and indicate % of involvement)

	Yes	No	N/A	%
Lay Groups				
In-Community Consultants				
Non-Public School Pers.				
Local Industry				
Public School Pers.				
Other				

**P**

b. How are these various groups involved in the continual planning?

**O**

b.(1) What positive contributions were made by these groups in the continual planning?

b.(2) Which group made meaningful contributions in the continual planning? (Check all that apply)

Lay Groups	_____
In-Community Consultants	_____
Non-Public School Pers.	_____
Local Industry	_____
Public School Pers.	_____
Other	_____

## A-6 STANDARD: Outside Involvement

7

*All pertinent and up-to-date knowledge available from sources outside the community should be considered in planning the proposal.*

Self-rating Score \_\_\_\_\_

C	I	P	O																																																																																	
<p>a. Were various outside specialists consulted in initial planning of the proposal? (Check all that apply)</p> <table border="1"><thead><tr><th></th><th>Yes</th><th>No</th><th>N/A</th></tr></thead><tbody><tr><td>Other Project Directors</td><td></td><td></td><td></td></tr><tr><td>State Dept. of Ed. Personnel</td><td></td><td></td><td></td></tr><tr><td>Outside Consultants</td><td></td><td></td><td></td></tr><tr><td>Labor &amp; Indus. Reps.</td><td></td><td></td><td></td></tr><tr><td>College &amp; Univ. Pers.</td><td></td><td></td><td></td></tr><tr><td>Published Research</td><td></td><td></td><td></td></tr><tr><td>Govt. Agencies</td><td></td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td><td></td></tr></tbody></table>		Yes	No	N/A	Other Project Directors				State Dept. of Ed. Personnel				Outside Consultants				Labor & Indus. Reps.				College & Univ. Pers.				Published Research				Govt. Agencies				Other				<p>a. Were outside specialists actually involved in the initial planning of the proposal? (Check all that apply and indicate % of involvement)</p> <table border="1"><thead><tr><th></th><th>Yes</th><th>No</th><th>N/A</th><th>%</th></tr></thead><tbody><tr><td>Other Project Directors</td><td></td><td></td><td></td><td></td></tr><tr><td>State Dept. of Ed. Personnel</td><td></td><td></td><td></td><td></td></tr><tr><td>Outside Consultants</td><td></td><td></td><td></td><td></td></tr><tr><td>Labor &amp; Indus. Reps.</td><td></td><td></td><td></td><td></td></tr><tr><td>College &amp; Univ. Pers.</td><td></td><td></td><td></td><td></td></tr><tr><td>Published Research</td><td></td><td></td><td></td><td></td></tr><tr><td>Govt. Agencies</td><td></td><td></td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td><td></td><td></td></tr></tbody></table>		Yes	No	N/A	%	Other Project Directors					State Dept. of Ed. Personnel					Outside Consultants					Labor & Indus. Reps.					College & Univ. Pers.					Published Research					Govt. Agencies					Other					<p>a. How were the services of these outside specialists utilized in the initial planning of the proposal?</p>	<p>a. What specific contributions to the initial planning resulted through the use of outside specialists? (Specify specialists)</p>
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## A-6 STANDARD: Outside Involvement [continued]

8

Self-rating Score \_\_\_\_\_

C	I	P	O																																																																																	
<p>b. Are various outside specialists consulted in the continual planning of the proposal? (Check all that apply)</p> <table border="1"><thead><tr><th></th><th>Yes</th><th>No</th><th>N/A</th></tr></thead><tbody><tr><td>Other Project Directors</td><td></td><td></td><td></td></tr><tr><td>State Dept. of Ed. Personnel</td><td></td><td></td><td></td></tr><tr><td>Outside Consultants</td><td></td><td></td><td></td></tr><tr><td>Labor &amp; Indus. Reps.</td><td></td><td></td><td></td></tr><tr><td>College &amp; Univ. Pers.</td><td></td><td></td><td></td></tr><tr><td>Published Research</td><td></td><td></td><td></td></tr><tr><td>Govt. Agencies</td><td></td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td><td></td></tr></tbody></table>		Yes	No	N/A	Other Project Directors				State Dept. of Ed. Personnel				Outside Consultants				Labor & Indus. Reps.				College & Univ. Pers.				Published Research				Govt. Agencies				Other				<p>b. Are outside specialists actually involved in the continual planning of the proposal? (Check all that apply and indicate % of involvement)</p> <table border="1"><thead><tr><th></th><th>Yes</th><th>No</th><th>N/A</th><th>%</th></tr></thead><tbody><tr><td>Other Project Directors</td><td></td><td></td><td></td><td></td></tr><tr><td>State Dept. of Ed. Personnel</td><td></td><td></td><td></td><td></td></tr><tr><td>Outside Consultants</td><td></td><td></td><td></td><td></td></tr><tr><td>Labor &amp; Indus. Reps.</td><td></td><td></td><td></td><td></td></tr><tr><td>College &amp; Univ. Pers.</td><td></td><td></td><td></td><td></td></tr><tr><td>Published Research</td><td></td><td></td><td></td><td></td></tr><tr><td>Govt. Agencies</td><td></td><td></td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td><td></td><td></td></tr></tbody></table>		Yes	No	N/A	%	Other Project Directors					State Dept. of Ed. Personnel					Outside Consultants					Labor & Indus. Reps.					College & Univ. Pers.					Published Research					Govt. Agencies					Other					<p>b. How are the services of these outside specialists utilized in the continual planning of the proposal?</p>	<p>b. What specific contributions to the continual planning resulted through the use of outside specialists? (Specify specialists)</p>
	Yes	No	N/A																																																																																	
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**A-7 STANDARD: Resource Identification**

*To determine the limitations, capabilities and potential of the program, all currently available and anticipated resources should be identified and classified.*

Self-rating Score \_\_\_\_\_

<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>																																																
<p>a. Was the importance of resource identification considered in planning the proposal? (Check all that apply)</p> <table border="1"><thead><tr><th></th><th>Yes</th><th>No</th><th>N/A</th></tr></thead><tbody><tr><td>Personnel:</td><td></td><td></td><td></td></tr><tr><td>Specialists</td><td></td><td></td><td></td></tr><tr><td>Consultants</td><td></td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td><td></td></tr><tr><td>Site:</td><td></td><td></td><td></td></tr><tr><td>Natural</td><td></td><td></td><td></td></tr><tr><td>Buildings</td><td></td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td><td></td></tr><tr><td>Information:</td><td></td><td></td><td></td></tr><tr><td>Library</td><td></td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td><td></td></tr></tbody></table>		Yes	No	N/A	Personnel:				Specialists				Consultants				Other				Site:				Natural				Buildings				Other				Information:				Library				Other				<p>a. Were available resources identified according to some criteria relative to the proposal?</p> <p>Yes ___ No ___</p>	<p>a.(1) How did proposal planning utilize available and anticipated resources?</p> <p>a.(2) What limitations were set on proposal planning by a lack of resources?</p>	<p>a. How did the final proposal reflect an understanding of program limitations, in the light of available and anticipated resources, capabilities and potential?</p>
	Yes	No	N/A																																																
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**A-8 STANDARD: Design Production**

*The appropriate proposal design can be developed best by blending all of the previously gathered information and material into a workable plan for meeting the general philosophy of the proposal.*

Self-rating Score \_\_\_\_\_

<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>
a. Was the design developed in keeping with the general philosophy and needs as previously established?  Yes ___ No ___	a. How functional was the design?  ___ Highly functional ___ Functional ___ Partially functional ___ Not functional (Please describe why)	a.(1) To what extent does the design reflect the general philosophy of the proposal?  80 to 100% ___ 50 to 80% ___ 30 to 50% ___ less than 30% ___ not at all ___  a.(2) How does the design reflect the general philosophy of the proposal?  : -	a.(1) Was the proposal design sufficient for achieving the philosophy of the proposal?  a.(2) List any obvious shortcomings or overemphasis in the design relative to general philosophy.

*The financial feasibility of the proposal can be determined only after a preliminary budget has been prepared, which shows all anticipated expenditures and identifies all potential sources of funds.*

Self-rating Score

C	I	P	O
<p>a. Was the necessity of having a complete preliminary budget prior to making final dispositions and assignment of priorities realized?</p> <p>Yes ___ No ___</p>	<p>a. Was a preliminary budget prepared?</p> <p>Yes ___ No ___</p> <p>Did it show all anticipated sources of funds?</p> <p>Yes ___ No ___</p> <p>Did it provide a complete overview of anticipated expenditures?</p> <p>Yes ___ No ___</p>	<p>a. Attach a copy of the preliminary budget. (Give a brief explanation of any unusual items)</p>	<p>a.(1) What revisions were required in the preliminary budget as the proposal became operational? (Attach a copy of the final budget)</p> <p>a.(2) Briefly explain any changes of 20% or more.</p>



A-10 STANDARD: Priorities

12

The implementation of an effective proposal and the efficient use of finances requires that priorities be determined and assigned in the planning stages of the proposal.

Self-rating Score \_\_\_\_\_

C	I	P	O																																																
<p>a. Was consideration given to the establishment of proposal priorities based on:</p> <table><thead><tr><th></th><th>Yes</th><th>No</th><th>N/A</th></tr></thead><tbody><tr><td>Financial Structure</td><td></td><td></td><td></td></tr><tr><td>Educational Needs</td><td></td><td></td><td></td></tr><tr><td>Material Needs</td><td></td><td></td><td></td></tr><tr><td>Physical Needs</td><td></td><td></td><td></td></tr><tr><td>Other Needs</td><td></td><td></td><td></td></tr></tbody></table>		Yes	No	N/A	Financial Structure				Educational Needs				Material Needs				Physical Needs				Other Needs				<p>a.(1) Were actual priorities established in view of:</p> <table><thead><tr><th></th><th>Yes</th><th>No</th><th>N/A</th></tr></thead><tbody><tr><td>Financial Structure</td><td></td><td></td><td></td></tr><tr><td>Educational Needs</td><td></td><td></td><td></td></tr><tr><td>Material Needs</td><td></td><td></td><td></td></tr><tr><td>Physical Needs</td><td></td><td></td><td></td></tr><tr><td>Other Needs</td><td></td><td></td><td></td></tr></tbody></table> <p>a.(2) List the priorities below:</p>		Yes	No	N/A	Financial Structure				Educational Needs				Material Needs				Physical Needs				Other Needs				<p>a.(1) How were priorities determined?</p> <p>a.(2) Who made the final determination on priorities? (Give title or position or identify group)</p>	<p>a.(1) Were these priorities compatible in terms of the actual proposal?</p> <p>Yes _____ No _____ None assigned _____</p> <p>a.(2) What changes would you (or did you) make in your listing of priorities as a result of project operation to date?</p> <p>a.(3) On what basis were the priorities changed?</p>
	Yes	No	N/A																																																
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**B-1 STANDARD: Goals and Objectives**

*The project should establish goals and objectives which are consistent with the broad philosophy and objectives of the local education agency(ies), and they should be stated in measurable terms.*

13

Self-rating Score \_\_\_\_\_

<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>
<p>a. Have goals and objectives for the project been established and stated in measurable terms?</p> <p>Yes _____ No _____</p>	<p>a. Are specific objectives formulated for each facet of the project?</p> <p>Yes _____ No _____</p>	<p>a. Is there a plan for the systematic review and revision of objectives?</p> <p>Yes _____ No _____</p>	<p>a. Is data available to support claims of movement toward objectives?</p> <p>Yes _____ No _____</p>
<p>b. Are the objectives consistent with the philosophy of the LEA?</p> <p>Yes _____ No _____</p>	<p>b.(1) If yes, are specific objectives formulated, consistent with specific objectives of each curriculum area?</p> <p>Yes _____ No _____</p>	<p>b.(1) If yes, is there a plan for the systematic review and revision of these objectives?</p> <p>Yes _____ No _____</p>	<p>b.(1) Did the LEA philosophy affect the formation of the project philosophy?</p> <p>Yes _____ No _____</p>
<p>Are the goals drawn from the philosophy of the LEA?</p> <p>Yes _____ No _____</p>	<p>b.(2) If no, what is the basis of the project philosophy in the formulation of specific objectives?</p>	<p>b.(2) If no, can the inconsistencies between objectives be compensated for, to allow the project to operate?</p> <p>Yes _____ No _____</p>	<p>b.(2) Did the project philosophy affect the LEA philosophy?</p> <p>Yes _____ No _____</p>

## B-2 STANDARD: Curriculum

14

*Realistic goals and objectives representing a complement or supplement to those already established by the participating local education agency(ies) should be developed for the project.*

Self-rating Score \_\_\_\_\_

C	I	P	O
a. Was the existing school curriculum material reviewed in developing project curriculum?  Yes ____ No ____	a.(1) If yes, does new material reinforce established curriculum, or does it expand curriculum into additional areas?  ____ reinforce ____ expand ____ replace ____ other  a.(2) If no, what was the basis for the project curriculum?	a. Is there provision or plan for the graduation introduction of the innovative changes of this project into the curriculum?  Yes ____ No ____	a.(1) Were the innovative changes incorporated into existing curriculum?  To what extent? (State as a percentage) ____ %  a.(2) Did the incorporated innovations result in: ____ reinforcement? ____ extension? ____ replacement? ____ other?

B-3 STANDARD: Faculty and Staff Activities

15

The faculty and staff roles for performing their curricular tasks should be clearly defined.

Self-rating Score \_\_\_\_\_

C	I	P	O
a. Has staff been selected on the basis of curricular needs?  Yes ___ No ___	a. Are staff assignments and responsibilities clearly defined within educational program areas?  Yes ___ No ___	a. Is there a systematic plan for assessing staff effectiveness in terms of curricular needs?  Yes ___ No ___	a. Is the staff effective in terms of curricular needs?  Yes ___ No ___
b.(1) Is there versatility in staff capabilities regarding project curriculum?  Yes ___ No ___	b. Are staff members restricted in terms of subject material they can teach, or are their project capabilities versatile?  restricted ___ versatile ___	b. Is there a plan for using individual abilities of staff for the benefit of the project?  Yes ___ No ___	b. Is the use of the staff effective in terms of curricular needs?  Yes ___ No ___
b.(2) Is there flexibility in staff approach re: project activities?  Yes ___ No ___			c. How were the objectives defined?  subjectively ___ objectively ___ formally ___ other ___



B-4 STANDARD: Students

A plan for student involvement in the planning and the execution of the project should be established.

Self-rating Score \_\_\_\_\_

C	I	P	O
<p>a. Was provision made for student planning of total project activities?</p> <p>Yes _____ No _____</p>	<p>a.(1) Are students involved in planning the project's activities?</p> <p>Yes _____ No _____</p> <p>a.(2) If no, stop here and go on to Standard B-5</p>	<p>a. How are they involved? (Percentage of project planned by students)</p> <p>Content _____ %</p> <p>Student role _____ %</p> <p>Pre-activity plan _____ %</p> <p>Post-activity plan _____ %</p> <p>Evaluation plan _____ %</p> <p>Leader role _____ %</p> <p>Other (name) _____ %</p>	<p>a.(1) Does actual project activity show positive evidence of planning?</p> <p>Yes _____ No _____</p> <p>a.(2) Is there a change from the amount of previous student planning activity?</p> <p>Yes _____ No _____</p> <p>_____ less activity</p> <p>_____ more activity</p> <p>_____ no change</p> <p>a.(3) Is there a greater amount of student involvement in the project now than when the project started?</p> <p>Yes _____ No _____</p> <p>a.(4) What effect has this student involvement had on student activity in the continued planning of the project?</p> <p>_____ increase</p> <p>_____ decrease</p> <p>_____ no change</p> <p>the rest of the school curriculum?</p> <p>_____ increase</p> <p>_____ decrease</p> <p>_____ no change</p>

**B-5 STANDARD: In-Service Preparation**

17

*A program of in-service preparation for classroom teachers providing for acquisition of new understandings, perceptions, skills and techniques required in the project should be developed and established.*

Self-rating Score \_\_\_\_\_

<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>
<p>a.(1) Has an in-service program been developed? _____ Yes _____ No</p> <p>a.(2) If yes, check those areas that are applicable:</p> <p>Skills _____</p> <p>Methods (list) _____</p> <p>_____</p> <p>Research _____</p> <p>Concepts _____</p> <p>Content (list) _____</p> <p>_____</p> <p>Teaching aids or materials _____</p> <p>Personal growth and understanding _____</p> <p>Other _____</p> <p>_____</p> <p>a.(3) If no, go on to Standard B-6</p>	<p>a.(1) Is in-service training an established and continuing facet of the project? _____ Yes _____ No</p> <p>Type of Program: (Check all that apply)</p> <p>College credit _____</p> <p>Salary credit _____</p> <p>Voluntary _____</p> <p>Required _____</p> <p>Free time _____</p> <p>School time _____</p> <p>Stipend _____</p> <p>No stipend _____</p> <p>Summer _____</p> <p>Special course by outside agency _____</p> <p>Other (specify) _____</p> <p>a.(2) Expenses borne by:</p> <p>Project _____</p> <p>LEA(s) _____</p> <p>Teachers _____</p> <p>Other (specify) _____</p> <p>b. Was a validated instrument developed to measure teacher behavioral change? _____ Yes _____ No</p>	<p>a.(1) How is the in-service training implemented? (Check all that apply)</p> <p>Class of students with teachers _____</p> <p>Lecture _____</p> <p>Demonstration _____</p> <p>Skill practice using children _____</p> <p>Method practice using children _____</p> <p>Teacher alone _____</p> <p>Seminars _____</p> <p>Other (specify) _____</p> <p>a.(2) The in-service training is led by? (Check all that apply)</p> <p>Project staff _____</p> <p>Consultant _____</p> <p>School personnel _____</p> <p>Other (specify) _____</p>	<p>a.(1) Is the in-service training program effective in terms of the total project? _____ Yes _____ No</p> <p>a.(2) Were teacher skills and learnings developed in the in-service program utilized in project activities? _____ Yes _____ No</p> <p>a.(3) If yes, how? (Check all that apply)</p> <p>Leadership in activities _____</p> <p>Communication with staff _____</p> <p>Improved technique _____</p> <p>Improved teacher effectiveness _____</p> <p>with students _____</p> <p>with other teachers _____</p> <p>Assists project staff _____</p> <p>Develops own materials _____</p> <p>Other (specify) _____</p>

B-6 STANDARD: Resource Utilization

Resources for carrying out the project should be continually inventoried and their utilization evaluated on a continuing pattern.

Self-rating Score

C	I	P	O																																							
<p>a. Were the following kinds of resources inventoried for use in the project?</p> <table><thead><tr><th></th><th>Yes</th><th>No</th></tr></thead><tbody><tr><td>Personnel:</td><td></td><td></td></tr><tr><td>Specialists</td><td></td><td></td></tr><tr><td>Consultants</td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td></tr><tr><td>Site:</td><td></td><td></td></tr><tr><td>Natural</td><td></td><td></td></tr><tr><td>Buildings</td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td></tr><tr><td>Information:</td><td></td><td></td></tr><tr><td>Library</td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td></tr><tr><td>(Specify below)</td><td></td><td></td></tr></tbody></table>		Yes	No	Personnel:			Specialists			Consultants			Other			Site:			Natural			Buildings			Other			Information:			Library			Other			(Specify below)			<p>a.(1) Are concurrent records kept on all resource use? Yes ___ No ___</p> <p>a.(2) Were additional resources needed and secured? Yes ___ No ___</p> <p>a.(3) Is there a plan for the evaluation of resources? Yes ___ No ___</p>	<p>a.(1) Are resource inventories and evaluations available for: Program planning Teacher use Student use Public use (Other) _____</p> <p>a.(2) How is the information disseminated? Resource guides (teachers) Library Publications Speaking engagements Correspondence Audio-Visual Media Other (specify) _____</p>	<p>a.(1) Were resource inventories effectively used? By whom? Teachers Students Project Staff Evaluators Specialists Other (specify) _____ Yes ___ No ___</p> <p>a.(2) Were resource evaluations effectively used? By whom? Teachers Students Project Staff Evaluators Specialists Other (specify) _____ Yes ___ No ___</p>
	Yes	No																																								
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(Specify below)																																										

**B-7 STANDARD: Materials and Equipment**

19

*Materials and equipment needed for carrying out the project should be continually inventoried and their utilization evaluated on a continuing pattern.*

<b>C</b>		<b>I</b>	<b>P</b>	<b>O</b>	Self-rating Score _____
<p>a. Were the following kinds of materials and equipment inventoried for use in the project?</p> <p>Please check      Yes      No</p> <p>Transportation      _____      _____</p> <p>Science      _____      _____</p> <p>Field math      _____      _____</p> <p>Camping      _____      _____</p> <p>Other (specify)      _____      _____</p> <p>_____      _____      _____</p> <p>_____      _____      _____</p> <p>_____      _____      _____</p>		<p>a.(1) Are concurrent records kept on all materials and equipment?      Yes      No</p> <p>a.(2) Is there a plan for the evaluation of materials and equipment?      Yes      No</p> <p>a.(3) Is there a preventive maintenance program set up for equipment?      Yes      No</p> <p>a.(4) Were all purchased materials and equipment found to be appropriate?      Yes      No</p> <p>Per Cent of appropriateness:      %</p>	<p>a.(1) Are materials and equipment inventories and evaluations available for:</p> <p>Program planning      _____</p> <p>Teacher use      _____</p> <p>Student use      _____</p> <p>Public use      _____</p> <p>Other (specify)      _____</p> <p>a.(2) How is this information disseminated?</p> <p>Materials and Equipment Guides (Teachers)      _____</p> <p>Library      _____</p> <p>Publications      _____</p> <p>Others (specify)      _____</p>	<p>a. Were materials and equipment inventories and evaluations effectively used?</p> <p>By whom?      Yes      No</p> <p>Teachers      _____</p> <p>Students      _____</p> <p>Project staff      _____</p> <p>Evaluators      _____</p> <p>Specialists      _____</p> <p>Others (specify)      _____</p>	

C-1 STANDARD: Organizational Pattern

*An organizational pattern with clear-cut lines of responsibility is essential to an efficiently operating project.*

Self-rating Score \_\_\_\_\_

C	I	P	O
<p>a.(1) Did the original proposal provide for a plan of structural organization for the project? Yes ___ No ___</p> <p>a.(2) If no, was an organizational plan developed later? Yes ___ No ___</p> <p>Date of project inception _____</p> <p>Date organizational plan was developed _____</p> <p>b. Was either the original organizational plan or the one developed after the project began, modified? Yes ___ No ___</p>	<p>a. Was the organizational plan implemented? Yes ___ No ___</p> <p>b.(1) What were the forces or conditions that made modification advisable?</p> <p>b.(2) Who modified the organizational plan? Project director _____ Project staff _____ School Administrator _____ H.E.W. Dept. _____ Other _____</p>	<p>a.(1) Describe how the organizational plan was implemented?</p> <p>a.(2) What criteria were employed in developing the original organizational plan?</p> <p>b. What criteria were employed for modifying the organizational plan?</p>	<p>a. Was the original organizational plan effective? Yes ___ No ___</p> <p>b. Was the modified organizational plan effective? Yes ___ No ___</p> <p>(Attach a copy of your organizational chart)</p>



## C-2 STANDARD: Personnel

21

A. All personnel involved in the project should be assigned clearly defined responsibilities.

Self-rating Score \_\_\_\_\_

C	I	P	O
a. Did your project proposal, as funded and/or amended, contain clearly defined areas of responsibility?  Yes _____ No _____	a.(1) If no, when were project responsibilities and personnel coordinated to their proper positions? _____ planning phase _____ early operational phase _____ late operational phase _____ not at all  a.(2) If yes, was it necessary to modify the areas of responsibility to personnel?  _____	a. Is there constant assessment of personnel in terms of areas of responsibility?  Yes _____ No _____	a. Are all project responsibilities being met?  Yes _____ No _____  b. If no, why not?
B. Project personnel should be chosen and appointed on the basis of their individual capabilities for fulfilling specific staff positions.			
a. Were personnel chosen on the basis of individual capabilities for specific staff positions?  Yes _____ No _____	a.(1) If yes, on what basis were capabilities assessed? _____ Testing _____ Professional background _____ Ability _____ Previous experience _____ Interest _____ Recommendation _____ Other (explain)  a.(2) If no, explain	a. Is there continual assessment of individual capabilities for assigned positions?  Yes _____ No _____	a. Do program personnel capably fulfill assigned positions?  Yes _____ No _____

## C-2 STANDARD: Personnel [continued]

22

C. Personnel should be thoroughly familiar with their individual responsibilities and their relationships to the overall project.

Self-rating Score \_\_\_\_\_

C	I	P	O
<p>a. Are personnel thoroughly familiar with their individual responsibilities in the overall program?</p> <p>Yes _____ No _____</p>	<p>a.(1) Does an organizational table exist?</p> <p>Yes _____ No _____</p> <p>a.(2) How are personnel informed of job descriptions?</p> <p>Posted scheme of organizational positions _____</p> <p>Staff Meetings _____</p> <p>Staff Manual _____</p> <p>Other (explain) _____</p>	<p>a.(1) Are personnel being assessed periodically in terms of an awareness of their jobs in relation to the overall project?</p> <p>Yes _____ No _____</p> <p>a.(2) If yes, By whom? _____</p> <p>How frequently? _____</p> <p>By what means? _____</p>	<p>a. Does the project reflect the familiarity of personnel with their individual responsibilities in relation to the overall project?</p> <p>Yes _____ No _____</p>

**C-3 STANDARD: Facilities**

23

*Sufficient, adequate and appropriate facilities and/or use area for the proper and efficient operation of the program should be provided and maintained in such a manner as to be available and useable at all times while the project is in operation.*

Self-rating Score \_\_\_\_\_

<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>
a.(1) Were suitable basic facilities and/or use area to fit the needs of the project immediately available?  Yes _____ No _____	a.(1) Was it necessary to renovate and adapt the facilities and/or use area to the project program?  Yes _____ No _____	a.(1) Was the selection of facilities and/or use area arrived at by cooperative agreement of the project's planners?  Yes _____ No _____	a.(1) Did the basic facilities and/or use area effectively provide for the program's objectives?  Yes _____ No _____
a.(2) When? ____ During the planning stage? ____ At the beginning of the project's operation? ____ During the first six months of the project operation? ____ During the first year? ____ Later? (Specify when)	a.(2) Was the program adapted to meet the facilities and/or use area?  Yes _____ No _____	a.(2) If no, who was responsible for the selection of facilities and/or use area? (Give title or position)	a.(2) If no, did it reflect on original planning?  Yes _____ No _____
	a.(3) Were new facilities and/or use areas provided to meet the program?  Yes _____ No _____	a.(3) Were the facilities and/or use area established on a year-round permanent basis?  Yes _____ No _____	a.(3) Were any major changes required in the project's facilities and/or use area?  Yes _____ No _____
		a.(4) If no, were the facilities and/or use area rented or leased on a temporary basis, to be used as required?  Yes _____ No _____	a.(4) If yes, what changes were required and why?
		a.(5) Were program facilities and/or use area established for resident, day use, or both types of programs? ____ resident _____ both ____ day _____	

## C-3 STANDARD: Facilities [continued]

24

Self-rating Score _____			
C	I	P	O
<p>b. Was it necessary or advisable to secure facilities and/or use area outside the boundaries of the LEA?</p> <p>____ Yes ____ No</p>	<p>b. If yes, was the selection of "distant" facilities and/or use area based on providing better programs at a lower per unit cost?</p> <p>____ Yes ____ No</p> <p>If yes, was the selection of distant facilities and/or use area based on:</p> <p>____ Providing a better program at a lower per unit cost?</p> <p>____ A temporary expedient?</p> <p>____ No facility and/or use area available within the boundary of the LEA?</p> <p>____ Other (explain) _____</p>	<p>b. What processes were employed to select the facilities and/or use area outside the boundaries of the LEA?</p>	<p>b. Were the "distant" facilities and/or use area adequate for the program of the project?</p> <p>____ Yes ____ No</p>

C-4 STANDARD: Materials and Equipment

*Appropriate materials and equipment for the proper and efficient operation of the project should be provided and maintained in such a manner as to be available in sufficient quantity and useable condition at all times while the project is in operation.*

Self-rating Score \_\_\_\_\_

C	I	P	O
<p>a. Was provision made to have adequate materials and supplies? Yes ___ No ___</p>	<p>a.(1) Did the budget provide for necessary materials and supplies? Yes ___ No ___</p> <p>a.(2) Were supplementary funds required to provide materials and equipment? Yes ___ No ___ If yes, explain:</p>	<p>a.(1) Were supplies and/or equipment obtained or purchased through regular school purchase channels? Supplies Yes ___ No ___ Equipment Yes ___ No ___</p> <p>a.(2) If not, how were they obtained?</p> <p>a.(3) What problems were presented if supplies and/or equipment were purchased through school purchase channels? (List)</p> <p>a.(4) How were these problems resolved?</p>	<p>a.(1) Was the purchase procedure used a satisfactory one? For supplies Yes ___ No ___ For equipment Yes ___ No ___</p> <p>a.(2) Was acquisition through methods other than purchasing, satisfactory? Explain:</p>



C-4 STANDARD: Materials and Equipment [continued]

26

Self-rating Score \_\_\_\_\_

C	I	P	O
b. Was provision made for maintaining equipment?  Yes ____ No ____	b.(1) Were funds available for equipment maintenance?  Yes ____ No ____  b.(2) Who was responsible for maintenance of equipment?	b. What problems were presented in maintaining equipment? (List)	b. Were you satisfied with maintenance procedures and results?  If no, explain why not.  Yes ____ No ____

A. A clearly defined budget should be prepared, utilizing acceptable accounting which takes into consideration all areas of income and expenditure.

Self-rating Score \_\_\_\_\_

C	I	P	O
a. Did the project proposal contain a clearly defined budget?  Yes _____ No _____	a.(1) Was the original budget approved and put into operation?  Yes _____ No _____  a.(2) If no, how was it modified?  _____% increase _____% decrease  a.(3) Were additional funds, other than federal funds, provided?  Yes _____ No _____  By whom? (Identify)	a.(1) Was the budget workable?  Yes _____ No _____  a.(2) Was the revised budget workable?  Yes _____ No _____  a.(3) Was the USOE financial accounting system (OE 22017) adopted?  Yes _____ No _____  a.(4) If not, what variables presented themselves which resulted in modifications? (List)	a.(1) Did you achieve the project objectives within the original or revised budget?  Yes _____ No _____  a.(2) If no, did you modify the program to achieve the project objectives?  Yes _____ No _____  a.(3) If no, were additional funds, facilities, or services obtained from other sources?  Yes _____ No _____  By whom? (Identify)

## C-5 STANDARD: Budget [continued]

28

B. *The budget should be managed in accord with all rules and regulations of the school district.*

Self-rating Score \_\_\_\_\_

C	I	P	O
a.(1) Are clear budget records kept (district and project)?  Project _____ Yes _____ No _____ District _____ Yes _____ No _____	a.(1) Are the project's budget records kept accurately and up-to-date?  _____ Yes _____ No _____	a.(1) Was record-keeping achieved without undue friction?  _____ Yes _____ No _____	a.(1) Did control of fund accounts and expenditures reflect sound project budget planning?  _____ Yes _____ No _____
a.(2) Are the project's budget records maintained by an LEA fiscal officer?  _____ Yes _____ No _____	a.(2) If no, how did you (or will you) rectify this? (Explain)	a.(2) List reasons why the project's budget records were not kept current.	a.(2) If no, what changes were required? (List)
a.(3) Are the project's budget records maintained by a special project fiscal officer?  _____ Yes _____ No _____	b.(1) Were funds provided for auditing the project's financial records?  _____ Yes _____ No _____	b. Was an audit made?	b.(1) Did an audit indicate a need for project budget revision?  _____ Yes _____ No _____
b. Was an audit planned for the project?  _____ Yes _____ No _____	b.(2) If funds were not provided, how did you finance an audit? (Explain)		b.(2) If yes, list those revisions.

**C-6 STANDARD: Student Participation**

29

*Where program learning content dictates student participation in the physical operation of the facilities, such participation should be set with specific duties and responsibilities assigned for each student.*

Self-rating Score \_\_\_\_\_

<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>
a. Did the project proposal contain a detailed plan describing specific duties and responsibilities assigned to students?  ____ Yes ____ No	a.(1) Was the plan implemented?  ____ Yes ____ No  a.(2) Was the original plan modified?  ____ Yes ____ No	a.(1) Was the original plan workable?  ____ Yes ____ No  a.(2) Was the modified plan workable?  ____ Yes ____ No  a.(3) If no, to either a.(1) or a.(2), list factors which caused the plan to be unworkable.	a.(1) In the original or modified plan, did the student willingly participate in the assigned duties?  ____ Yes ____ No  a.(2) List duties and responsibilities assigned to students.          a.(3) Was an adult leader involved in assigning the duties and following them through to completion?  ____ Yes ____ No  a.(4) How well was this plan implemented into the program? ____ very well ____ moderately well ____ not well

**C-7 STANDARD: Scheduling**

30

*An efficient method of scheduling staff and students for facilities and equipment should be employed in order to obtain maximum effective utilization of these resources.*

Self-rating Score     

<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>
a. Did the project proposal contain an efficient method for scheduling project personnel and students, for use of available facilities and equipment?  Yes <u>    </u> No <u>    </u>	a.(1) Was the original method for scheduling implemented?  Yes <u>    </u> No <u>    </u>  a.(2) Was the original method for scheduling modified?  Yes <u>    </u> No <u>    </u>	a.(1) Is scheduling for use of facilities and equipment completed well in advance?  Yes <u>    </u> No <u>    </u>  a.(2) How far in advance is the scheduling completed? 3 to 6 weeks <u>    </u> 4 months <u>    </u> Other <u>    </u>  a.(3) Did scheduling involve sharing facilities?  Yes <u>    </u> No <u>    </u>  a.(4) If yes, did serious scheduling problems result?  Yes <u>    </u> No <u>    </u>  a.(5) What was the major cause of the scheduling problem? Time <u>    </u> Competition from other groups <u>    </u> Transportation <u>    </u>	a.(1) By employing the original schedule, was maximum utilization of staff, student, and facility resources achieved?  Yes <u>    </u> No <u>    </u>  a.(2) By employing a modified schedule was maximum utilization of student, staff and facility resources achieved?  Yes <u>    </u> No <u>    </u>  a.(3) Was sharing of facilities satisfactory?  Yes <u>    </u> No <u>    </u>  a.(4) Were these problems satisfactorily resolved?  Yes <u>    </u> No <u>    </u>  a.(5) Who resolved scheduling problems? Superintendent <u>    </u> Principal <u>    </u> Project Director <u>    </u> Other <u>    </u>  a.(6) What criteria did you employ to assure the utilization of these resources? (List or attach data)



C-8 STANDARD: Dissemination

31

A. Pertinent data and information compiled as a result of the project should be properly cataloged, interpreted in a meaningful manner, and distributed to interested and concerned parties.

Self-rating Score \_\_\_\_\_

C	I	P	O
<p>a.(1) Was a system established for cataloging, interpreting and distributing information developed in the project? ____ Yes ____ No</p> <p>a.(2) Was the system: ____ In operation at the inception of the project? ____ During first 6 months of operation? ____ After 6 months of operation?</p> <p>b. If a dissemination plan was not established, check here _____</p>	<p>a. Who implemented the system? (Give title or position)</p> <p>b. Who decided that dissemination should not be implemented? (Give title or position)</p>	<p>a.(1) Was the original system workable? ____ Yes ____ No</p> <p>a.(2) If modification occurred, list factors which caused the system to be modified.</p> <p>a.(3) Was the modified system workable? ____ Yes ____ No</p> <p>b. What factors prevented implementation?</p>	<p>a.(1) Did the original, modified, system enable you to meet the objectives for dissemination of information? ____ Yes ____ No</p> <p>a.(2) What are the criteria for judging that dissemination of information was successful? (List or attach data)</p> <p>b. What have been the effects of not having a dissemination system implemented?</p>

**C-8 STANDARD: Dissemination [continued]**

32

*B. Any materials prepared for dissemination should be aimed at the level of the proposed recipients.*

Self-rating Score \_\_\_\_\_

<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>
<p>a. In the preparation of materials for dissemination, was the audience level kept in mind? Yes _____ No _____</p> <p>If no, go directly to Page 33.</p>	<p>a. Who determined the audience level?</p> <p>Project director _____</p> <p>Project staff _____</p> <p>Other _____</p>	<p>a. How was the audience level determined? (List criteria below)</p>	<p>a. Were the desired interpretations by the audience realized? Yes _____ No _____</p> <p>(List criteria below)</p>

## C-8 STANDARD: Dissemination [continued]

33

C. Dissemination of information should not be limited to one or two methods, but should rather include various methods and techniques for reaching the respective audience.

Self-rating Score \_\_\_\_\_

C	I	P	O
a. Was a plan incorporating a variety of methods for dissemination prepared? ____ Yes ____ No	a. List the methods used for dissemination.	a.(1) Were the original methods adequate and workable? ____ Yes ____ No a.(2) What factors affected the operation of the original plan? (List)	a.(1) Were the project's objectives for dissemination of materials achieved? ____ Yes ____ No a.(2) What is the basis for this judgment? (Attach supporting data or list criteria)
		a.(3) Were any changes made? (List)	a.(3) What factors prevented success? (List)
		b.(1) Was a revised method of dissemination developed? ____ Yes ____ No b.(2) Was the revised method of dissemination workable? ____ Yes ____ No	b.(1) Was the revised plan successful? ____ Yes ____ No If no, what factors prevented success? (List below)

**C-9 STANDARD: Records Maintenance**

*An efficient system for maintaining any and all records must be devised in order to insure a clear and complete record of all activities and functions, and provide continuity despite possible staff changes.*

34

Self-rating Score \_\_\_\_\_

<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>
<p>a.(1) Was an efficient system for carrying out the above planned? _____ Yes _____ No</p> <p>a.(2) If no, <sup>was</sup> is a system planned later? _____ Yes _____ No</p> <p>a.(3) If yes, Immediately _____ Short time _____ 6 months or more _____</p>	<p>a.(1) Were the records kept up-to-date? _____ Yes _____ No</p> <p>a.(2) Was the responsibility for keeping records delegated to: Office personnel _____ Professional personnel _____ Director _____ Other (explain) _____</p>	<p>a.(1) Was the system put into practice? _____ Yes _____ No</p> <p>a.(2) If no, list reasons why the system was not implemented.</p>	<p>a.(1) Did a complete record of all activities and functions throughout the project afford continuity to the project? _____ Yes _____ No</p> <p>a.(2) List the major areas in which records were kept.</p> <p>a.(3) Who has benefitted most from these records? Project personnel _____ LEA personnel _____ Funding agency _____ Other (explain) _____</p>

**D-1 STANDARD: Fiscal Policies**

35

*The effectiveness of fiscal policies must be continuously evaluated, with subsequent adjustments of policy to meet the fiscal needs of the program as they are influenced by changes in the financial structure, and changes in sources and availability of funds.*

Self-rating Score \_\_\_\_\_

<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>
<p>a. Were fiscal policies developed in the project plan? Yes _____ No _____</p> <p>b. Will local districts be capable of assuming the cost of the project?</p>	<p>a.(1) Was flexibility in fiscal policy provided for? Yes _____ No _____</p> <p>a.(2) If no, indicate reason:</p> <p>b. What personnel were involved in fiscal policy modification? (Give title or position)</p>	<p>a.(1) Were fiscal policies modified during the project? Yes _____ No _____</p> <p>a.(2) What factors influenced fiscal policy change?</p> <p>a.(3) Was modification within LEA fiscal policy impossible or not feasible? Yes _____ No _____</p> <p>b.(1) Are fiscal policy changes planned for cessation of federal funding?</p> <p>b.(2) Are fiscal policy changes planned for reduction in federal funding prior to the scheduled phase out? Yes _____ No _____</p> <p>If yes, describe</p>	<p>a.(1) Were desirable fiscal policy changes made? Yes _____ No _____</p> <p>a.(2) Did said changes produce desired results?</p> <p>b.(1) What is present local per capita support? What would the per capita cost be if local support took over the project? If local support is not possible or insufficient, what other sources of support have been planned or guaranteed? What % of program can be supported by these sources?</p> <p>b.(2) If reduction in funding occurs can the project be maintained? What part of program would have to be eliminated? Would local funding take over?</p>



**D-2 STANDARD: Personnel Evaluation**

36

*Program productivity in terms of personnel growth, behavioral changes and success in their respective roles must be continuously observed and correlated with other aspects of the program in order to interpret program effectiveness.*

Self-rating Score \_\_\_\_\_

<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>
a. Was evaluation of program productivity in terms of personnel growth planned? Yes ___ No ___	a.(1) Was a personnel evaluation developed for project staff? Yes ___ No ___  a.(2) What procedures for evaluation of personnel were utilized? Check list ___ Interview ___ Standardized Instrument ___ Observation ___ Staff sessions ___ Other ___  (Attach detailed description of evaluation procedures)  a.(3) Were personnel involved in selecting or developing procedures? Yes ___ No ___  a.(4) Who was responsible for final decisions on staff? (Give title or position)	a.(1) Was such an evaluation plan utilized? Yes ___ No ___  a.(2) Was base line data collected? Yes ___ No ___          a.(3) Was data collected at the conclusion of the report period? Yes ___ No ___	a.(1) Did personnel show growth during the project activity? Yes ___ No ___  a.(2) If no, what remedial steps were taken? (Attach documents to support response.)

D-3 (a-1) STANDARD: Personnel Growths and Attitudes -- Project Personnel

37

*Project personnel should demonstrate an acceptability to a change in attitudes.*

Self-rating Score \_\_\_\_\_

<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>
a. Were attitude changes anticipated in the operation of the project?  Yes _____ No _____	a. Who selected the attitudes for project personnel? (Give title or position)	a.(1) Were desired attitudes presented to the project personnel through:  ____ Discussion ____ Administrative policy ____ Others  a.(2) Was there an evaluation of the change in attitudes of the project personnel?  Yes _____ No _____	a.(1) Did project personnel willingly accept or develop desired attitudes?  Yes _____ No _____  a.(2) If yes, what was the result of this evaluation?
		a.(3) Was there feedback relating to change in attitudes?  Yes _____ No _____	a.(3) If yes, in what form was this feedback gained?  ____ Discussion ____ Written evaluation ____ Other _____

D-3 (a-2) STANDARD: Personnel Growths and Attitudes -- Local Education Agency(ies)*LEA personnel should demonstrate an acceptability to a change in attitudes.*

Self-rating Score \_\_\_\_\_

<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>
<p>a. Were attitude changes anticipated in the operation of the project?</p> <p>Yes _____ No _____</p>	<p>a. Who selected the attitudes for LEA personnel? (Give title or position)</p> <p>b. Were desired attitudes communicated to the LEA personnel?</p> <p>Yes _____ No _____</p>	<p>a.(1) Were desired attitudes presented to the LEA through:</p> <p>____ Discussion ____ Administrative policy ____ Other</p> <p>a.(2) Was there an evaluation of the change in attitudes of the LEA personnel?</p> <p>Yes _____ No _____</p> <p>a.(3) Was there feedback relating to change in attitudes?</p> <p>Yes _____ No _____</p> <p>(Attach details concerning gathering of feedback)</p>	<p>a.(1) Did LEA personnel willingly accept or develop desired attitudes?</p> <p>Yes _____ No _____</p> <p>a.(2) If yes, what was the result of this evaluation? (Explain briefly)</p> <p>a.(3) If yes, in what form was this feedback gained?</p> <p>____ Discussion ____ Written evaluation ____ Other</p> <p>b. What attitudes were assimilated by LEA personnel?</p>

## D-3 (b-1) STANDARD: Personnel Growth -- Skills (Project Personnel)

39

*Project personnel should demonstrate effectiveness in the utilization of an increased number of teaching skills in the appropriate educating environment.*

C	I	P	O
<p>a. Do project personnel use out-of-class references and direct experiences more frequently as a basis for learning?</p> <p>Yes ___ No ___</p>	<p>a. Are project personnel trained to utilize the outdoors for direct learning experiences for children?</p> <p>Yes ___ No ___</p>	<p>a.(1) Are opportunities provided for direct experiences in the curriculum?</p> <p>Yes ___ No ___</p> <p>a.(2) List some of the educational environments utilized, and degree of involvement by project personnel.</p>	<p>a.(1) Do project personnel use concrete examples of the natural environment to introduce abstract concepts or generalizations?</p> <p>Yes ___ No ___ N/A</p> <p>a.(2) Do project personnel plan outdoor experiences for their classes?</p> <p>Yes ___ No ___ N/A</p> <p>a.(3) Do project personnel assign direct environmental study as opposed to vicarious study (e.g., text reading)?</p> <p>Yes ___ No ___ N/A</p> <p>a.(4) Others</p>

Self-rating Score \_\_\_\_\_

Self-rating Score _____			
<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>
b. Do project personnel share the decision-making process with their students?  ____ Yes ____ No	b. Are project personnel trained and encouraged to share the decision-making process?  ____ Yes ____ No	b.(1) Are student decisions encouraged and supported by the project administration?  ____ Yes ____ No  b.(2) List some areas of student responsibility in decision-making.  b.(3) Degree of involvement: ____ Great deal ____ Some involvement ____ Little involvement	b.(1) Do project personnel encourage students to make pre-experience decisions concerning their own learning experiences?  ____ Yes ____ No ____ N/A  b.(2) Do project personnel encourage students to make decisions concerning their actual experiences?  ____ Yes ____ No ____ N/A  b.(3) Do project personnel encourage self-evaluation of learning experiences, after the experiences have been encountered?  ____ Yes ____ No ____ N/A



## D-3 (b-1) STANDARD: Personnel Growth -- Skills (Project Personnel) [continued]

41

Self-rating Score \_\_\_\_\_

C	I	P	O
<p>c. Do project personnel adopt improved techniques for encouraging learning?</p> <p>Yes _____ No _____</p>	<p>c. Is innovation by project personnel encouraged?</p> <p>Yes _____ No _____</p>	<p>c. How is innovation by personnel encouraged or nurtured?</p> <p>Recognition _____ Salary increase _____ Released time to develop or test proposed techniques _____ Other _____</p>	<p>c.(1) Do project personnel use the skills learned in the outdoor environment in the classroom as well?</p> <p>Yes _____ No _____ N/A _____</p> <p>c.(2) Do project personnel use audio-visual aids appropriate for environmental education more effectively?</p> <p>Yes _____ No _____ N/A _____</p> <p>c.(3) Do project personnel use techniques which require maximum student involvement in the classroom, such as:</p> <p>Discovery _____ Problem-solving _____ Small groups _____ Independent study _____</p> <p>Yes _____ No _____ N/A _____</p> <p>If yes, check appropriate item</p> <p>c.(4) Others _____</p>

## D-3 (b-1) STANDARD: Personnel Growth -- Skills (Project Personnel) [continued]

42

C	I	P	O	Self-rating Score
<p>d. Do project personnel gain a better insight concerning the student-teacher relationship?</p> <p>Yes ___ No ___</p>	<p>d. Are status and recognition provided for teachers developing this skill?</p> <p>Yes ___ No ___</p>	<p>d. Is special training in human relations, such as sensitivity training or some equivalent, provided or encouraged for the project personnel?</p> <p>Yes ___ No ___</p>	<p>d.(1) Do project personnel become more aware of the individual needs of children?</p> <p>Yes ___ No ___ N/A</p> <p>d.(2) Do project personnel become more aware of children's relationship to their classmates?</p> <p>Yes ___ No ___ N/A</p> <p>d.(3) Do project personnel make gains in their own knowledge of the teaching-learning process?</p> <p>Yes ___ No ___ N/A</p> <p>d.(4) Are project personnel more perceptive of the real values held by children or adults?</p> <p>Yes ___ No ___ N/A</p> <p>d.(5) Do project personnel increase in their ability to communicate with children?</p> <p>Yes ___ No ___ N/A</p> <p>d.(6) Do project personnel increase in their ability to listen to children?</p> <p>Yes ___ No ___ N/A</p> <p>d.(7) Others</p>	

D-3 (b-2) STANDARD: Personnel Growth -- Skills (LEA Personnel)

43

LEA personnel should demonstrate effectiveness in the utilization of an increased number of teaching skills in the appropriate educating environment.

Self-rating Score \_\_\_\_\_

C	I	P	O
<p>a. Do LEA personnel use out-of-class references and direct experiences more frequently as a basis for learning?</p> <p>Yes _____ No _____</p>	<p>a. Are LEA personnel trained to utilize the outdoors for direct learning experience for children?</p> <p>Yes _____ No _____</p>	<p>a. Are opportunities provided for direct experiences in the curriculum?</p> <p>Yes _____ No _____</p>	<p>a.(1) Do LEA personnel illustrate abstract learning concepts in the classroom with concrete examples from the natural environment?</p> <p>Yes _____ No _____ N/A _____</p> <p>a.(2) Do LEA personnel use concrete examples of the natural environment to introduce abstract concepts or generalizations?</p> <p>Yes _____ No _____ N/A _____</p> <p>a.(3) Do LEA personnel plan outdoor experiences for their classes?</p> <p>Yes _____ No _____ N/A _____</p> <p>a.(4) Do LEA personnel assign direct environmental study as opposed to vicarious study (e.g., text reading)?</p> <p>Yes _____ No _____ N/A _____</p> <p>a.(5) Others _____</p>

## D-3 (b-2) STANDARD: Personnel Growth -- Skills (LEA Personnel) [continued]

44

Self-rating Score \_\_\_\_\_

<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>
<p>b. Do LEA personnel learn to share the decision-making process with their students?</p> <p>____ Yes ____ No</p>	<p>b. Are LEA personnel trained and encouraged to share the decision-making process?</p> <p>____ Yes ____ No</p>	<p>b.(1) Are student decisions encouraged and supported by the LEA administration?</p> <p>____ Yes ____ No</p> <p>b.(2) List some areas of student responsibility in decision-making.</p> <p>b.(3) Degree of involvement:</p> <p>____ Great deal</p> <p>____ Some involvement</p> <p>____ Little involvement</p>	<p>b.(1) Do LEA personnel encourage students to make pre-experience decisions concerning their own learning experiences?</p> <p>____ Yes ____ No ____ N/A</p> <p>b.(2) Do LEA personnel encourage students to make decisions concerning their actual learning experiences?</p> <p>____ Yes ____ No ____ N/A</p> <p>b.(3) Do LEA personnel encourage self-evaluation of learning experiences, after the experiences have been encountered?</p> <p>____ Yes ____ No ____ N/A</p> <p>b.(4) Others</p>

## D-3 (b-2) STANDARD: Personnel Growth -- Skills (LEA Personnel) [continued]

45

Self-rating Score _____			
C	I	P	O
<p>c. Do LEA personnel adopt improved techniques for encouraging learning?</p> <p>____ Yes ____ No</p>	<p>c. Is innovation by LEA personnel encouraged?</p> <p>____ Yes ____ No</p>	<p>c. How is innovation by personnel encouraged or nurtured?</p> <p>____ Recognition ____ Salary increase ____ Released time to develop or test proposed techniques ____ Other _____</p>	<p>c.(1) Do LEA personnel use the skills learned in the outdoor environment in the classrooms as well?</p> <p>____ Yes ____ No ____ N/A</p> <p>c.(2) Do LEA personnel use audio-visual aids appropriate for environmental education more effectively?</p> <p>____ Yes ____ No ____ N/A</p> <p>c.(3) Do LEA personnel use techniques which require maximum student involvement in the classroom such as:</p> <p>____ Discovery ____ Problem-solving ____ Small groups ____ Independent study</p> <p>____ Yes ____ No ____ N/A</p> <p>If yes, check appropriate item</p> <p>c.(4) Others _____</p>



## D-3 (b-2) STANDARD: Personnel Growth -- Skills (LEA Personnel) [continued]

46

Self-rating Score \_\_\_\_\_

C	I	P	O
d. Do LEA personnel gain a better insight concerning the student-teacher and student-student relationships? Yes ___ No ___	d. Are status and recognition provided for LEA personnel developing this skill? Yes ___ No ___	d. Is special training in human relations, such as sensitivity training or some equivalent provided or encouraged in LEA(s)? Yes ___ No ___	d.(1) Do LEA personnel become more aware of the individual needs of students? Yes ___ No ___ N/A  d.(2) Do LEA personnel become aware of student's relationship to their classmates? Yes ___ No ___ N/A  d.(3) Do LEA personnel make gains in their own knowledge of the teaching-learning process? Yes ___ No ___ N/A  d.(4) Are LEA personnel more perceptive of the real values held by children or adults? Yes ___ No ___ N/A  d.(5) Do LEA personnel increase in their ability to communicate with students? Yes ___ No ___ N/A  d.(6) Do LEA personnel increase in their ability to listen to students? Yes ___ No ___ N/A  d.(7) Others

D-3 (c-1) STANDARD: Success in Role -- Project Personnel

47

*Project personnel should become increasingly aware of the roles they play in an environmental education program.*

Self-rating Score \_\_\_\_\_

C	I	P	O
<p>a. Are project personnel informed about the variety of roles, i.e., teachers, public relations officer, guidance, subject specialist, required of them?</p> <p>Yes _____ No _____</p>	<p>a. Is a plan provided to assess the changing role of project personnel on a continuing basis?</p> <p>Yes _____ No _____</p>	<p>a. What method(s) are used for creating an awareness of role?</p> <p>____ Staff meetings ____ Memos ____ Periodic reports ____ Project staff evaluation ____ Other _____</p>	<p>a.(1) Are project personnel able to adjust to the variety of roles?</p> <p>Yes _____ No _____ N/A</p> <p>a.(2) What evidence is there that success was achieved?</p>

D-3 (c-2) STANDARD: Success in Role -- LEA Personnel

*LEA personnel should become increasingly aware of the roles they play in an environmental education program.*

Self-rating Score \_\_\_\_\_

<p>a. Are LEA personnel informed about the variety of roles, i.e., teacher, public relations officer, guidance, subject specialist, required of them?</p> <p>Yes _____ No _____</p>	<p>a. Is a plan provided to assess the changing role of LEA personnel on a continuing basis?</p> <p>Yes _____ No _____</p>	<p>a. What method(s) are used for creating an awareness of role?</p> <p>____ Staff meetings ____ Memos ____ Periodic reports ____ Project staff evaluation ____ Other _____</p>	<p>a.(1) Are LEA personnel able to adjust to the variety of roles?</p> <p>Yes _____ No _____ N/A</p> <p>a.(2) What evidence is there that success was achieved?</p>
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## D-4 (a) STANDARD: Student Changes in Attitudes

48

An effective program should show evidence of change and growth in attitudes through modifications in observable behavior.

Self-rating Score \_\_\_\_\_

C	I	P	O
<p>a. Is student attitudinal change an important objective of the project?</p> <p>Yes ___ No ___</p>	<p>a. Do the project personnel and LEA personnel give high priority to the selection of attitudes?</p> <p>Yes ___ No ___</p>	<p>a. Are desired attitudes presented to the student through:</p> <p>___ Discussion</p> <p>___ Learning situations</p> <p>___ Social interaction</p> <p>___ Other</p>	<p>a. Did students develop desired attitudes?</p> <p>Yes ___ No ___</p>
<p>b. For example, did the project select the following behavioral view of a desirable attitudinal change?</p> <p>"Students gain in ability to communicate with their teachers."</p> <p>Yes ___ No ___</p>	<p>b. If yes, who were involved in attempting to influence behavior expressive of this attitude?</p> <p>___ Project staff</p> <p>___ LEA staff</p> <p>___ Other</p>	<p>b. What activities were employed to evoke these modified behaviors?</p> <p>c. Describe method of evaluation. (Attach any instruments used. Include summary of data.)</p>	<p>b.(1) Answer questions or react to discussion?</p> <p>Yes ___ No ___ N/A</p> <p>b.(2) Ask questions voluntarily?</p> <p>Yes ___ No ___ N/A</p> <p>b.(3) Suggest alternative procedures?</p> <p>Yes ___ No ___ N/A</p> <p>b.(4) Converse with adult leaders?</p> <p>Yes ___ No ___ N/A</p> <p>b.(5) Confide in adult leaders?</p> <p>Yes ___ No ___ N/A</p> <p>b.(6) Others?</p>

Include supporting evidence for statements made above.

D-4 (a) STANDARD: Student Changes in Attitudes [continued]

49

C	I	P	O
<p>c. Did the project select the following behavioral view of a desirable attitudinal change?</p> <p>"Students have permanently changed behaviors with their classmates indicating an increased liking or 'understanding' of them."</p> <p>Yes ___ No ___</p>	<p>c. Who were involved in attempting to influence behavior expressive of this attitude?</p> <p>___ Project staff ___ LEA staff ___ Other</p>	<p>c. What activities were employed to evoke this attitude?</p>	<p>c.(1) Did the evaluation indicate that:</p> <p>The students associate with a larger percentage of their classmates?</p> <p>Yes ___ No ___ N/A</p> <p>c.(2) An increased number of stars or central clustering found on a Pre-Post Sociogram?</p> <p>Yes ___ No ___ N/A</p> <p>c.(3) Classroom behavior shows an increased acceptance of "fringe" students?</p> <p>Yes ___ No ___ N/A</p> <p>c.(4) New or peripheral students become more "absorbed" rapidly?</p> <p>Yes ___ No ___ N/A</p> <p>c.(5) Students like school better?</p> <p>Yes ___ No ___ N/A</p> <p>c.(6) Others?</p>

Self-rating Score \_\_\_\_\_

## D-4 (a) STANDARD: Student Changes in Attitudes [continued]

50

Self-rating Score \_\_\_\_\_

C	I	P	O
<p>d. For example, did the project select the following behavioral view of a desirable attitudinal change?</p> <p>"Students demonstrate an increase in their concern for the welfare of others."</p> <p>Yes _____ No _____</p>	<p>d. Who were involved in attempting to influence behavior expressive of this attitude?</p> <p>Project staff _____</p> <p>LEA staff _____</p> <p>Other _____</p>	<p>d. What activities were employed to evoke these modified behaviors?</p>	<p>d.(1) Were students: Sympathetic with behavior of others? Yes _____ No _____ N/A</p> <p>d.(2) Sympathetic with physical needs of others? Yes _____ No _____ N/A</p> <p>d.(3) Sympathetic with social behavior related to religious requirements of others? Yes _____ No _____ N/A</p> <p>d.(4) Willing to reduce the number of stereotypic notions of their peers with respect to ethnic, nationality, and socio-economic grouping? Yes _____ No _____ N/A</p> <p>d.(5) Others?</p>
<p>e. Were other attitudinal goals selected? Yes _____ No _____</p> <p>If yes, please evaluate in a similar fashion.</p>	<p>e. If yes, please respond as in d. above.</p>	<p>e. If yes, please respond as in d. above.</p>	<p>e. If yes, please develop behavioral statements as in d. above.</p>



Self-rating Score _____			
<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>
<p>f. Do students gain in appreciation of the relation of natural resources to man's welfare?</p> <p>Yes ___ No ___</p>	<p>f. Do teachers and administrators accord these attitudes high priority?</p> <p>Yes ___ No ___</p>	<p>f. Are outdoor and indoor experiences utilized?</p> <p>Yes ___ No ___</p> <p>How determined?</p>	<p>f.(1) Can students orally express their feeling towards conservation practices?</p> <p>Yes ___ No ___ N/A</p> <p>f.(2) Do students overtly show their concern to preserve resources for man's survival?</p> <p>Yes ___ No ___ N/A</p> <p>f.(3) Do students show interest in conservation projects?</p> <p>Yes ___ No ___ N/A</p> <p>f.(4) Do students' collections show more items from their natural environment?</p> <p>Yes ___ No ___ N/A</p> <p>f.(5) Are students cognizant of man's interdependence with his environment?</p> <p>Yes ___ No ___ N/A</p> <p>f.(6) Do students use conservation practices and ideas as a means of achieving group status and teacher approval?</p> <p>Yes ___ No ___ N/A</p> <p>f.(7) Others?</p>

Self-rating Score \_\_\_\_\_

C	I	P	O
g. Do students broaden or expand their resource use ethic?  Yes _____ No _____	g. Do teachers and administrators accord these attitudes high priority?  Yes _____ No _____	g. Are outdoor and indoor experiences utilized?  Yes _____ No _____	g.(1) Do students show concern for the preservation or maintenance of organisms in their environment?  Yes _____ No _____ N/A  g.(2) Do students show concern for the conservation and management of natural resources?  Yes _____ No _____ N/A  g.(3) Do students express an abhorrence of waste and demonstrate this in classroom or other school group visitation?  Yes _____ No _____ N/A  g.(4) Is actual waste of classroom materials decreased?  Yes _____ No _____ N/A  g.(5) Is greater interest shown by students in life processes or organisms and their food chains through projects, writings, art or music expression, etc.?  Yes _____ No _____ N/A  g.(6) Others?

Self-rating Score _____			
<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>
<p>h. Do students develop attitudes or feelings which will influence their use of leisure time or influence their leisure time activities?</p> <p>Yes _____ No _____</p>	<p>h. Do teachers and administrators accord these attitudes high priority?</p> <p>Yes _____ No _____</p>	<p>h. Are outdoor and indoor experiences utilized?</p> <p>Yes _____ No _____</p>	<p>h.(1) Do students express a desire to be out-of-doors?</p> <p>Yes _____ No _____ N/A</p> <p>h.(2) Do students desire physical as well as intellectual types of leisure time activities?</p> <p>Yes _____ No _____ N/A</p> <p>h.(3) Do students indulge in socially oriented activities?</p> <p>Yes _____ No _____ N/A</p> <p>h.(4) Do students develop leisure time activities in the outdoors?</p> <p>Yes _____ No _____ N/A</p> <p>h.(5) Do students demonstrate greater interest in studying ecology?</p> <p>Yes _____ No _____ N/A</p> <p>h.(6) Others?</p>

## D-4 (a) STANDARD: Student Changes in Attitudes [continued]

54

Self-rating Score \_\_\_\_\_

C	I	P	O
1. Do students share experiences with an apparently desirable group of persons whose values may be other than their own? Yes ___ No ___	1. Do teachers and administrators accord these attitudes high priority? Yes ___ No ___	1. Are outdoor and indoor experiences utilized? Yes ___ No ___	1. (1) Do students share experiences outside their immediate peer groups? Yes ___ No ___ N/A 1. (2) Are students' peer group lines crossed to form activity groups, play groups, etc.? Yes ___ No ___ N/A 1. (3) Do students show increased respect to minority groups? Yes ___ No ___ N/A 1. (4) Do students show increased receptivity to ideas and values of groups other than their own? Yes ___ No ___ N/A 1. (5) Do students show greater empathy towards others' feelings? Yes ___ No ___ N/A 1. (6) Others?

## D-4 (a) STANDARD: Student Changes in Attitudes [continued]

Self-rating Score _____			
C	I	P	O
j. Do students undergo a series of novel experiences (novel with respect to their background)? Yes _____ No _____	j. Do teachers and administrators accord these attitudes high priority? Yes _____ No _____	j. Are outdoor and indoor experiences utilized? Yes _____ No _____	j.(1) Is student's attention increased during experience? Yes _____ No _____ N/A j.(2) Do students actively wish to participate in experience? Yes _____ No _____ N/A j.(3) Do students show excitement with the interaction during the experience? Yes _____ No _____ N/A j.(4) Do students orally express newness at discovery? Yes _____ No _____ N/A j.(5) Do students make references to experience as a common source of reference? Yes _____ No _____ N/A j.(6) Do students' experiences lead to further research study? Yes _____ No _____ N/A j.(7) Do students make statements comparing, contrasting and evaluating this experience with other past experiences? Yes _____ No _____ N/A j.(8) Others?



## D-4 (a) STANDARD: Student Changes in Attitudes [continued]

56

Self-rating Score \_\_\_\_\_

C	I	P	O
<p>k. Were other broad behavioral goals selected?</p> <p>Yes _____ No _____</p> <p>If so, please evaluate in a similar fashion.</p>	<p>k. Do teachers and administrators accord these attitudes high priority?</p> <p>Yes _____ No _____</p>	<p>k. Are outdoor and indoor experiences utilized?</p> <p>Yes _____ No _____</p>	<p>k. If yes, please develop behavioral statements, as in "j".</p>

D-4 (b) STANDARD: Student Changes in Knowledges

Activities and experiences provided by the project will increase knowledge related to environmental education.

C	I	P	O
<p>a. Is evidence sought to determine increases in students' knowledge at the level of imitating, duplicating, recognizing, identifying, remembering, recalling and classifying? Yes ___ No ___</p>	<p>a. Are activities and learning situations provided in the project designed to produce specific responses to accomplish this level of learning and knowledge? Yes ___ No ___</p>	<p>a. Indicate the type of activities used, and the methods involved.</p> <p>b. Describe procedures for evaluation. (Attach for each objective)</p>	<p>a.(1) Are students able to identify at least 10 species of birds, animals, trees, ferns (or items appropriate to any project program)? Yes ___ No ___ N/A</p> <p>a.(2) List other categories pertinent to your project program.</p> <p>a.(3) Do students display competency in describing or representing relationships of objects or concepts encountered in environmental education, such as: types of rock, land use capability classes, biotic succession, etc.? Yes ___ No ___ N/A</p> <p>a.(4) List other relationships germane to your project program.</p> <p>a.(5) How are student competencies appropriate for your project program determined?</p>

Self-rating Score \_\_\_\_\_

Self-rating Score \_\_\_\_\_

C	I	P	O
<p>b. Is evidence sought to determine whether students gain an understanding of concepts and processes by comparing, relating, discriminating, re-formulating, estimating, interpreting, making critical judgments, and drawing inferences?</p> <p>Yes _____ No _____</p>	<p>b. Are activities and experiences provided to allow students to attain a learning level which will produce concept formation and an understanding of processes?</p> <p>Yes _____ No _____</p>	<p>b. Describe the activities, experiences and methods used.</p>	<p>b.(1) Do students display a knowledge of basic concepts related to the maintenance or modification of their environment or other environments? (For example: food chain, biotic community, water pollution, food supply sources, community resources, etc.)</p> <p>Yes _____ No _____ N/A</p> <p>b.(2) List concepts pertinent to your project program.</p> <p>b.(3) Are students able to explain several processes related to outdoor learning situations (i.e., soil formation, photosynthesis, seasonal changes, area deterioration, ecological succession, etc.)?</p> <p>Yes _____ No _____ N/A</p> <p>b.(4) List processes pertinent to your project program.</p> <p>b.(5) What criteria are employed to test students' competence in providing satisfactory explanations for concepts or processes listed above?</p>

D-4 (b) STANDARD: Student Changes in Knowledges [continued]

59

Self-rating Score \_\_\_\_\_

C	I	P	O
<p>c. Is evidence sought to determine whether students discover, create, reorganize, formulate new hypotheses, gain new insights, test generalizations by deduction, develop new generalizations by inference or induction, and, in general, can operate on a level of understanding which displays original and productive thinking?</p> <p>Yes _____ No _____</p>	<p>c. Are activities and experiences provided which encourage a high level of understanding and accumulation of knowledge resulting in creative decision-making?</p> <p>Yes _____ No _____</p>	<p>c. Describe the activities, experiences and methods used.</p>	<p>c.(1) Can students deal with abstract concepts and explain them to others?</p> <p>Yes _____ No _____ N/A</p> <p>c.(2) List some abstract concepts germane to your project program.</p>
			<p>c.(3) What criteria are employed to test students' competency in dealing with concepts in c.(2) above?</p>
			<p>c.(4) Can students state hypotheses and organize procedures or activities to test the hypotheses?</p> <p>Yes _____ No _____ N/A</p>

Self-rating Score \_\_\_\_\_

C	I	P	O
			<p>c.(5) What criteria are employed to test students' competencies in c.(4)?</p>
			<p>c.(6) Can students produce original thoughts, poems, writings, drawings, etc., developed from environmental education activities?</p> <p>Yes _____ No _____ N/A _____</p>
			<p>c.(7) What criteria are employed to determine the significance of student products in c.(6)?</p>



## D-5 STANDARD: Project Effectiveness

61

*The effectiveness of a project can only be determined as an outgrowth of a continual process of evaluation involving all phases of the project from conception through completion, this evaluation must provide for continuous feedback and re-evaluation of every step as related to every other step, with sufficient flexibility of structure to allow for changes and modifications of the program as needed to accomplish the accepted goals and objectives of the project more effectively.*

Self-rating Score \_\_\_\_\_

C	I	P	O
a. Was provision made for continual evaluation?  ____ Originally ____ During course of project  Yes ____ No ____	a. Was an on-going procedure for evaluation designed?  ____ Check list ____ Formal Instrument ____ Observation ____ Other  Yes ____ No ____	a. (1) Was the procedure modified in use?  ____ Yes ____ No ____  a. (2) Was the procedure for evaluation implemented?  ____ Yes ____ No ____	a. Did the evaluation provide sufficient data on project effectiveness to serve as a basis for decision-making?  ____ Yes ____ No ____
b. Was provision made for continuous feedback?  ____ Yes ____ No ____	b. What form did feedback assume?  ____ Written ____ Oral ____ Both	b. Which method was more effective?  ____ Written ____ Oral ____ Both	b. In which ways did feedback effect change?  ____ Project ____ State ____ Local ____ National ____ Other
c. Was there sufficient flexibility in structure for evaluation?  ____ Yes ____ No ____	c. How was flexibility provided for?  ____ Administrative decision ____ Staff decision ____ Other (explain)	c. Was sufficient flexibility provided by:  Administrative decision? ____ Yes ____ No ____ Staff decision? ____ Yes ____ No ____ Other? ____ Yes ____ No ____	c. What changes were arrived at administratively?  Through the staff?  Other?

## D-6 STANDARD: Effect in Local Education Agency(ies)

62

*The relationships between the project and its sponsoring and/or cooperating LEA(s) and its subsequent long-term effects in the LEA(s) must be assessed in order to determine general project effectiveness.*

Self-rating Score \_\_\_\_\_

C	I	P	O
a. Was the project conceived jointly by the sponsoring and cooperating LEA(s)?  Yes _____ No _____	a. Was sufficient time provided for planning?  Yes _____ No _____	a.(1) Is the project following the design?  Yes _____ No _____  a.(2) Has cooperation continued successfully?  Yes _____ No _____	a. Is the project meeting the objectives as originally conceived?  Yes _____ No _____
b. Were policies initially established to govern the relationship of the sponsoring LEA(s) and/or cooperating LEA(s)?  Yes _____ No _____	b.(1) Were these policies designed jointly?  Yes _____ No _____  b.(2) Were these policies agreed upon jointly?  Yes _____ No _____	b.(1) Are these policies adhered to?  Yes _____ No _____  b.(2) How are the policies enforced?  Yes _____ No _____	b. How have the policies helped in the carrying out of the project?
c. Were provisions made to evaluate and modify, where necessary, relationships and policies?  Yes _____ No _____	c. Was an instrument designed for this evaluation?  Yes _____ No _____	c.(1) Was the instrument used?  Yes _____ No _____  c.(2) Were modifications indicated?  Yes _____ No _____	c.(1) Were relationships and policies effective?  Yes _____ No _____  c.(2) Did the modification improve the relationship?  Yes _____ No _____ N/A

## D-6 STANDARD: Effect in Local Education Agency(ies) [continued]

63

Self-rating Score _____			
C	I	P	O
d. Has the provision for local adoption of the effective programs been established?  Yes ____ No ____		d. Is the project evaluation being presented in a usable form for the local decision-making body?  Yes ____ No ____	d. Has the local education agency indicated a willingness to adopt effective programs?  By board action ____ Present financial commitment ____ Increasing support ____ Definite plan for future commitment ____  If the answer to the above question is no, how will effective programs be continued?  Other grants ____ Private funds ____ Program discontinued ____

**D-7 STANDARD: Project and Community and Long-Term Effects**  
*Long-term effects of the project upon the community should be noted to attain an overall view of the effectiveness of the project.*

Self-rating Score \_\_\_\_\_

<b>C</b>	<b>I</b>	<b>P</b>	<b>O</b>
			<p>What long-range effects of the project have been noted such as:</p> <p>___ Conservation legislation</p> <p>___ Resource use behavior if public</p> <p>___ Increased concern for maintenance and preservation of public and private property.</p>

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